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SUPERINTENDENT'S COMPENSATORY EDUCATION PROGRAM, JUNE 1965--SENIOR HIGH DIVISION.

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THIS REPORT DESCRIBES COMPENSATORY EDUCATION PROGRAMS IN SEVEN SAN FRANCISCO, CALIFORNIA, SENIOR HIGH SCHOOLS WHICH CONCENTRATE ON LANGUAGE ARTS AND READING IMPROVEMENT. EACH OF THE SCHOOLS HAS DEVELOPED PROGRAMS GEARED TO ITS SPECIFIC NEEDS. THE REPORT ALSO DISCUSSES THE SPECIAL QUALITIES NEEDED BY THE COMPENSATORY EDUCATION STAFF, ESPECIALLY THE IMPORTANCE OF AN INTEREST IN WORKING WITH DISADVANTAGED STUDENTS. IN THE HIGH SCHOOLS A RESOURCE TEACHER PROVIDES GUIDANCE AND AID TO THE COMPENSATORY EDUCATION TEACHERS THROUGH MEETINGS, CONFERENCES, AND DEMONSTRATION LESSONS. OTHER PARTS OF THE REPORT DESCRIBE THE CHARACTERISTICS OF THE STUDENTS, THEIR SPECIFIC ACADEMIC DEFICITS AND THE TECHNIQUES USED TO INCREASE THEIR ACHIEVEMENT, AND THE TEXTS AND MATERIALS USED IN THE PROGRAMS. IT IS FELT THAT THE STUDENTS' WORK HAS IMPROVED AS A RESULT OF THE PROGRAMS AND THAT THEIR ATTITUDE AND BEHAVIOR HAVE CHANGED. THE SCHOOLS HAVE LEARNED A GREAT DEAL ABOUT CURRICULUMS AND TEACHING TECHNIQUES IN CONDUCTING THE PROGRAMS, AND SCHOOL-COMMUNITY RELATIONS HAVE IMPROVED. (NH)

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent's Compensatory Education Program

June 1965

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Senior High Division

HAROLD SPEARS
Superintendent of Schools

INTRODUCTION

In February 1961 a program of compensatory education was initiated in San Francisco. The first help provided students who came from disadvantaged areas was underwritten by a grant from the Ford Foundation and was known as the School-Community Improvement Program. This first program included 2 elementary, 1 junior high, and 1 senior high school. (Galileo)

SCIP, as the program was known, included a second high school beginning in September 1961. Polytechnic was the new school added. Both received graduates from Benjamin Franklin Junior High School.

On August 7, 1962, the San Francisco Board of Education, on the recommendation of the Superintendent, added $100,000 to the 1962-63 School Budget. This was the beginning of the Superintendent's Compensatory Education Program which provided compensatory help over and above that provided in SCIP. Two high schools were initially included in the Superintendent's Compensatory Education Program.

During the 1964-65 school year the Office of Compensatory Education was created, a supervisory position was established to direct the over-all program and a total of 3 resource teachers were assigned to help at each of the instructional levels. The budget was again increased so that at the present time 7 high schools are participating in compensatory programs. These are identified in the report that follows.

Mary K. Abbott was selected to serve as the Resource Teacher at the senior high level. She brought a great deal of understanding and experience to the position, having served as a member of the SCIP staff for 3 years.

Miss Abbott has performed most ably during the past year in her new position. Teachers and administrators have taken time to call or write and indicate their pleasure and appreciation for services rendered.

The information which follows is a major part of a report which she prepared and submitted to the Assistant Superintendent of Secondary Schools and to the Supervisor of Compensatory Education at the end of her first year.

Isadore Pivnick, Supervisor
Compensatory Education

THE COMPENSATORY PROGRAM IN THE SENIOR HIGH SCHOOLS

Seven senior high schools in San Francisco are involved in the compensatory program; the student population in these high schools ranges from the most poverty-stricken youngster to the most affluent and from the functional illiterate to the genius. The smallest senior high schools have 1700-1800 students, and the largest have around 3000 students.

Given this set of circumstances, what can be done to "compensate" -- to make up for -- those social and economic factors which bring students to the senior high school unable to take advantage of its offerings? The compensatory program has had as its core the necessity for instruction in the language arts, especially reading. Students from culturally different, socially disadvantaged backgrounds have difficulty with all of the language arts; they find it impossible to operate in any of their classes without competence in reading, writing, speaking, and listening. Instruction in reading has been an important beginning and has led to the realization that much more than a set of remedial reading classes is needed for a program to be truly compensatory.

Each of the senior high schools has a program geared to the needs of that particular school. These needs have been agreed upon by the administrators and program personnel and, while there is a high degree of similarity in purpose from one school to another, each program fits the situation in each school.

DESCRIPTION OF PROGRAMS

Abraham Lincoln High School

At Abraham Lincoln High School, the compensatory program is directed toward students in the high tenth grade. There are two blocks of two class periods each. English 4C and United States History 1C are taught as back-to-back classes by the same instructor within each two period block of time. The fifth period of time is used for work with students in the low tenth grade on an individual or group basis.

Balboa High School

The compensatory program at Balboa consists of four Remedial Reading classes and two classes of English as a second language. Students are placed in the Remedial Reading classes as H10's; students for the classes in English as a second language may be from any grade level.

The students remain in the program until they have a comfortable ability to communicate and demonstrate a reading and speaking ability at a level which will enable them to carry on in regular classes. The usual stay is one or two semesters. The compensatory teacher decides on correct placement of the student in the regular program.

Galileo High School

Remedial Reading classes, grouped by reading and grade levels, make up the compensatory program at Galileo. There are two ungraded Reading Labs for students reading at fourth grade level or lower, three L10 Labs, two H10 Labs, one L11 Lab, and one H11 Lab for students reading at the fifth and sixth grade levels. One period is used for clinic work and testing.

George Washington High School

The compensatory program at George Washington consists of five Reading Labs, three periods of counseling time, one English Skills Review class for students in the low tenth grade, and one period for clinic work and testing. The Reading Labs replace English in the H10 term; a student may stay in Reading Lab for two semesters, if necessary. One of the Labs is for students learning English as a foreign language.

The Compensatory Counselor becomes the regular counselor for students recommended for this service by the Reading Lab teachers. In addition to the ordinary counseling services, he offers these students tutorial academic help and special vocational counseling throughout the rest of the school careers.

The Skill Review class lasts nine weeks in alternation with Driver Education. Two groups of from 10-15 L10 students who failed ninth grade English are given special help in vocabulary, simple composition work,and spelling; these students are taking English 3 at the same time.

Mission High School

The Mission High School Compensatory Program stresses the development of reading skills in subject matter areas as well as in the reading class. Mission has seven sections of ungraded reading classes, one section of United States History 1C, one section of Basic Math, and one period during which a team-teaching arrangement is in effect between the compensatory teacher and two teachers of Applied Science.

The students in the United States History class and the Basic Math class are drawn from the subject classes and have been selected as being the poorest readers in the remedial sections of these subjects.

Polytechnic High School

The program at Polytechnic extends services to students from the H10 through the H12 grades. There are four ungraded Reading Labs, three United States History 1R classes, one United States History 2R class, one Civics 1R class, and one Civics 2R class. A student may stay in the program as long as it is felt he can profit from the instruction. On the recommendation of the teacher, a student may be placed in the regular program.

In addition, two periods of time are used for counseling students and for coordination of the program.

Woodrow Wilson High School

The compensatory program at Woodrow Wilson concentrates on the development of reading skills in students who have been referred by teachers of English and counselors. In the program there are five ungraded Reading Labs, four Remedial Reading classes in which the students are grouped by reading level, and one class in English as a second language.

The students may remain in the program for as long as they need help. When satisfactory progress has been made, the student is either returned to the class from which he was referred, or he is tested and placed in the proper English section.

The class size in the compensatory program is set at a maximum of 18. Often the compensatory class will be smaller than the maximum, especially when the students have been selected because of very severe learning and reading disabilities. Emphasis in these classes is directed toward making the student aware of his strengths and his weaknesses and his potential; the skills taught in the classes are aimed at giving the students a chance to compete and to become as good a student as he is capable of becoming.

Use of Compensatory Time-1

School	Instruction in Read. & Lang. Arts	Eng. as Sec. L.	Social Studies	Other	Counseling Time	Clinic Work, Testing
Lincoln	2		2			1
Balboa	4	2				
Galileo	9					1
Washington	5	1			3	1
Mission	7		1	2		
Polytechnic	4		6		2	
Wilson	9	1	—	—	—	—
TOTALS	40	4	9	2	5	3

Use of Compensatory Time-2

School	No. of Positions	No. of Periods	No. of Teachers Involved	No. of Students in Classes	No. of Students in Other Services[1]
Lincoln	1	5	2	39	18
Balboa	2	6	3	75	400
Galileo	2	10	7	126	30
Washington	2	10	4	142	140
Mission	2	10	2	148	40
Polytechnic	2	10	4	177	104
Wilson	2	10	3	180	25
TOTALS	13	61	25	887	757

[1]These services include counseling, clinic work on a small group or individual basis, testing, interviews, and referrals from other staff members.

Information About the Compensatory Staff

One of the major problems of the students in the compensatory program is that failure in school has become a way of life. In order that the cycle of apathy and failure be broken, instruction in the compensatory classes must be of exceptionally high caliber. The compensatory teacher must be an extraordinarily good teacher to be able to reach the culturally disadvantaged student and convince him of the value of what he has to offer. The teacher must be able to perform in the face of hostility, apathy, and suspicion; he must be able to overcome the gaps in the student's education and to use the very considerable street sophistication which the student does have. In short, the compensatory teacher is an outstanding teacher and a compassionate, yet firm, human being.

The compensatory teacher must be comfortable with students who come from backgrounds much different from his. He values each student as an important person and respects the dignity of each of his students. The compensatory teacher must be "firm, kind, and somewhat ingenious." He needs a sense of humor and adaptability and ease in operating a classroom which departs from stereotyped procedures. He has superior skill in teaching the basic subjects and a fine subject matter background himself. These qualities are needed by all teachers, but no assignment places more of a premium upon them than placement in the compensatory program.

The most important qualification for working in the compensatory program is interest in students from culturally disadvantaged backgrounds and the desire to work with them. One administrator says,

> "The compensatory teacher must, above all, be interested in this type of student and be willing to give him a feeling of confidence that he can succeed, the attention he needs, and the support that he frequently needs."

The background experiences which lead to this interest and to possession of the necessary teaching skills are many and varied. Most often, it is an interest in the teaching of reading which leads a person to become involved with the compensatory program. Many of the compensatory teachers were chosen because of their special competence in reading instruction. Others became involved because of previous work in special education programs, elementary schools, or classes for the foreign-born.

It is worthy of note that the senior high schools are gradually building up a trained and experienced staff to work in the area of compensatory education. The following table shows the length of time teachers have been involved in the program. (Service in the School-Community Improvement Program has been counted as part of the compensatory program.)

Number of semesters of participation	Number of teachers
1	6
2-3	9
4-5	6
6-7	2
8	2

Role of the Resource Teacher

Much of what is being done in the compensatory program is new and different. Even the teaching of reading at the senior high school level is a relatively recent development. In addition, even the experienced compensatory teacher requires help in the form of special materials, evaluation of equipment, and preparation of bibliographies and bulletins. Constant in-service assistance is necessary as the compensatory teachers attempt to cope with new and different problems throughout the year. In order to provide such assistance, the position of resource teacher was created and filled with a teacher who had been active in the program since 1961.

The main duty of the resource teacher is to provide help for the teachers working in the schools. This means that the resource teacher must be available

for conferences with compensatory staff members. In such conferences, the topics covered range from the general area of programming and goals of the program to specific diagnosis of one student and suitable techniques for overcoming his difficulties. Much of the time of the resource teacher is spent working with the compensatory staff, the head of various academic departments, and the administrators in the schools to ensure the smooth operation of the program. Approximately 75% of the resource teacher's time is spent in this type of service in the schools.

In addition, more formal in-service aid is provided by monthly meetings, planned by the resource teacher. The schedule for this year follows:

Date	Place of Meeting	Purpose
October, 1964	Mission	Text exchange Selection of students
November, 1964	Balboa	Testing procedures
December, 1964	S. Gompers	Observation of Americanization Program
February, 1965	Polytechnic	Panel of teachers Diagnosis of reading difficulties
March, 1965	Wilson	Observation of Reading Lab--discussion of procedures
April, 1965	Lincoln	Image-building for minority groups in social studies classes
May, 1965	Galileo	Auditory problems and social structure
June, 1965	Washington	Evaluation of materials

The resource teacher has also met with publishers to explain the kinds of materials needed in the compensatory program--high interest, low reading level materials built around the background of the students--and to evaluate the materials which are being published currently. It has also been the function of the resource teacher to find new texts, units, bulletins, and other various materials for specific teachers to use. Some of this material is for the students to use, such as the day-old copies of the newspaper provided free of charge or special subject-matter dictionaries to use in social studies classes. Much of the material is for the information of the teachers in the program; for example, manuals showing how reading skills are taught in the elementary schools have been furnished to all compensatory teachers, and a variety of informal reading inventories have been formulated for their use.

One other important aspect of this position is that of working with teacher-training institutions. There are very few trained reading teachers in the senior high schools; the teacher-training institutions must bear the responsibility for providing their graduates with instruction in this specific field as well as in the more general area of teaching techniques suitable for working with culturally disadvantaged students. The resource teacher has worked with members of the English and Education Departments at various teacher-training institutions to acquaint students and faculty with the needs in this field and to give assistance in planning programs to fill these needs.

The resource teacher has also given demonstration lessons for many faculty members in the various schools, arranged field trips and other events for students in the compensatory program, and normally acted as coordinator for this program and general consultant in reading for the senior high schools.

Information About the Students

Each senior high school is a miniature city. The students are drawn from many neighborhoods and a variety of social, racial, and economic backgrounds. Given the fact that at most, the compensatory program, as presently constituted, can reach about 200 students at a time, it became necessary to set up a system of priorities so that those students who could best profit from this individual help would be channeled into the program.

These guidelines were drawn up, used, and evaluated favorably.

I. To be eligible for the compensatory program, a student should have the following characteristics

   A. Reading retardation of at least two years below present grade level

   B. Evidence that he is capable of profiting from special help

      1. Recommendation by a teacher or counselor (to be used in combination with one other factor)

      2. An I.Q. score of 85 or better on an individually administered test

      3. Evidence of average or above-average non-language ability in an arithmetic computation or non-verbal test

      4. A listening capacity level at least two grades above reading level.

      5. Satisfactory achievement in a subject which does not involve reading as a major factor (some math courses, industrial arts courses, some fine arts courses) (to be used in combination with one other factor)

6. Evidence that unfamiliarity with English is causing low test scores as well as academic difficulties.

7. An I.Q. score of 85 or above (or a %ile score of the 30%ile or above) made on a group intelligence test given in junior or senior high school.

C. A positive attitude on the part of the student or his parents toward his being enrolled in the program.

II. Priority of admittance to the program should be

A. Students who have been in the compensatory program at the junior high school level

B. Students who come from an environment that is culturally different and socially disadvantaged

III. Factors that would exclude a student from the program would be

A. Gross physical disabilities which prevent learning

B. A behavior problem unrelated to a reading disability

C. Evidence that reading capacity and intelligence are at about the same level.

IV. Factors that would remove a student from the program would be

A. Poor attendance record

B. Misbehavior in compensatory classes.

An individual interview is of great help in applying these guidelines and in acquainting the students with the program.

Characteristics of the Students

Compensatory students are individuals. Each of them has a specific story to tell, an individual path which led him to his state of frustration with learning. It is possible, however, to make some general statements about the background, skills, and attitudes of the students who are in the compensatory program.

These students have experienced genuine deprivation; they have been caught up in the cycle that leads from poverty to frustration to apathy and back to poverty. They come from backgrounds in which parental and community involvement has been insufficient. While getting an education is considered important, knowledge of the specifics which lead to this education is not available.

Many of the students in the compensatory program are bright youngsters, able to work efficiently and effectively once they are shown how to do so. In this program, the schools are not dealing with retarded students but rather with students who have not been able to use the abilities which they have.

The major skill which they lack is that of reading competently. Tied in with this skill are the other language arts, writing, speaking, and listening, which also pose problems for these students. Many of the students cannot hear accurately because their environment trains them not to listen. Many of them have major speech difficulties either because they have a background in a foreign language (although they may not speak it well enough to say that they are truly bilingual) or because their speech environment has consisted of dialect patterns and structure. Such students cannot communicate adequately in a normal academic situation; neither can they be communicated to through the medium of written or oral language.

Students who have experienced this constant communications handicap have a very unrealistic self-image. They see themselves as persons of little or no value, unable to accomplish anything asked of them. One teacher commented that these students

> have given up completely and feel that they will fail before they even start.

Many times this attitude will lead to an apathy which it is extremely difficult to shake. The student will refuse to believe that he has ability which will enable him to succeed. On the other hand, many of the students want to improve but have no idea how they should accomplish this improvement. Their work habits are poor and try as they might, nothing seems to come of their efforts.

Some compensatory students have a poor understanding of the adult employment situation which they will enter. They are unable to perceive the long range value of academic skills in the vocational fields they might like to enter.

For those students for whom the compensatory program offers instruction in English as a second language, the major difficulty is inability to handle English fluently and unfamiliarity with American culture. The backgrounds of these students do not enable them to understand either the concepts or the language they are expected to use.

INFORMATION ABOUT COURSES

Specific Problems of the Students

The students in the compensatory program lack both general academic skills and specific language arts skills. This inability to accomplish work leads to problems in all subject classes and thus, to further problems.

A listing of these problems may be of value in presenting the obstacles that compensatory teaching must overcome.

Problems in the Academic Skills

1. The students lack background knowledge which is taken for granted in our culture. They don't know, for example, that an employer expects an employee to be on time because he is being paid for that time. They don't know that work is to be handed in on time and that deadlines should mean something to them.

2. The students do not know how to organize their work. They find it very difficult to learn how to study--even if convinced of the necessity for doing so. Many times their environment creates a situation in which studying is all but impossible.

3. They are unable to relate one day's work to the next and to see relationships between parts of the work they are doing. Each minute bit of work is seen as a separate entity.

4. They have a very short attention span. Activities must be varied often, or the teacher must undertake to show the students how to concentrate on their work.

5. These students have trouble drawing conclusions and working with abstractions.

6. They have a fear of reciting or of turning in assignments that might be failed. In some cases, students will do the work and keep it, rather than turn it in for grading.

Problems in the Language Arts

1. "Reading is a task to be avoided at all costs."

2. Students do not know how to tackle words they do not know, even when these words are part of their daily vocabulary.

3. When students have mastered the technique by which they can figure out, they find that there are many words that have no meaning for them. These terms may be part of normal, conversational English, or they may be the ordinary vocabulary of a social studies text.

The vocabulary of the compensatory student may well be limited to "pop" language, and words like "income," "agreement," and "reference" may be very obscure terms.

4. The students have great difficulty distinguishing similar sounds and similar word endings. They have many problems hearing directions correctly or knowing what to listen for.

5. English sentence patterns present a problem. There is special difficulty in changing a statement into a question and in making the subject and the verb agree in number.

6. Spelling remains a very difficult skill to master.

7. The students cannot put down in writing what they <u>can</u> say. This inability comes both from mechanical errors and from the state of total confusion that overwhelms a student when he sits down to write.

8. Students cannot distinguish between main ideas (important information) and supporting details. They want to remember everything and give all information equal value.

9. Students cannot read many of their subject texts well enough to do work on their own in the subject. All of their instruction must be received in the classroom.

10. Compensatory students will work their way through a passage of reading very painstakingly and at the end of their reading, they will have no idea what they read. They take each word separately and have great difficulty putting the whole together to make any sense.

11. Compensatory students find it difficult to communicate in speech. Many times their pronunciation or sentence patterns vary from the standard, and they are reluctant to expose themselves to ridicule.

Not all compensatory students have all of these problems, to be sure. Many of the youngsters are well able to converse and even to read with a fair degree of fluency and competence. Most of the students, however, exhibit enough of these difficulties so that it is accurate to say that these problems are common among this group.

Techniques Used in Compensatory Classes

The problems to be overcome are formidable and deep-rooted, yet the very capable compensatory teachers in the senior high schools are achieving success with these students. What are some of the techniques by which they are accomplishing these results? It should be noted that there is no panacea,

no magic pill that makes either student or teacher succeed. The secret, if there is one, lies in the fact that exceptionally good teaching takes place in compensatory classes and that the classes are small enough for this fine teaching to bring results.

The techniques used in the compensatory classes stem from the attitude of the teacher toward the class. One teacher comments

> My techniques begin with the realization that irritation, criticism, and speed are obstacles.

Other teachers have this to say:

> Nothing succeeds like success; each group begins with material a bit too easy for them and then moves into material of greater difficulty.
>
> Individual assistance is of the utmost importance.

This theme runs through all comments about the compensatory classes. Teachers believe in and use group and individual work--sometimes tailoring specific assignments and use of different textbooks to meet the exact needs of given students. Classwork is not discarded but used only when a general discussion by the entire class is profitable. Through this procedure the student understands what his weaknesses are and realizes that he is doing work which will overcome them. He knows he is being regarded as an individual with both strengths and weaknesses and that his teacher will help him and values his work. Students who have not succeeded in school before do accomplish great gains when they work in this encouraging atmosphere.

Very often, compensatory teachers gear their lesson plans to the interests of the students. One teacher searched out many articles, at various reading levels, on the problems of automation because this was a topic that the students were very concerned about. This class considered the nature of automation, the effects it was having on industry, and the possible changes automation would make on the job market they would be entering. They read, asked questions, and read some more. They wrote and talked and asked more questions. They stood in line to use the vocational materials this teacher had available for them. And finally they decided that what a person really needed was a high school diploma and maybe some additional training in order to be able to get a good job.

Many compensatory teachers build part of their work around vocational units; the students learn about the realities of getting a job and holding it, and at the same time, they develop the language arts skills they need. They will accept instruction in how to fill out job application forms and use it immediately by completing sample forms which have been supplied to the compensatory teachers. Often the students participate in mock job interviews and realize the quality of information and the type of attitude they must have for a successful interview. The criticism of speech patterns and mannerisms which other students in the class present are much more effective and far-reaching than anything the teacher might say. The students gain practice in needed skills and much helpful information and guidance from such vocationally oriented units.

Compensatory teachers are constantly searching for materials of high interest value but low reading level. Senior high school students will not accept books which are obviously intended for elementary school students. They will, however, react very favorably when an adventure story of genuine worth -- written at the fifth grade level -- is "sold" to them as a book they would enjoy reading. Many teachers use non-fiction material to accomplish this involvement in reading; books dealing with science, automobiles, and personality problems seem to be especially valuable.

Since the development of skills presents the major challenge to the student and the teacher, many teachers have worked out a framework in which to teach these skills. The work is organized for each student with responsibilities he can meet. His work is checked and graded with the emphasis on having him see what he has done successfully. His errors are noted, and he is asked to explain how he arrived at the answer or how he would say that particular sentence. He is then given a chance to correct his mistake and to hand in a "good" paper. Students keep records of their progress, and the comment of one youngster that he didn't ever think he could do that much work in one report period shows the way in which such a technique changes the student's concept of himself. When a student can look at his own record and see that he got a "C" for the last three days instead of the "F's" to which he had become accustomed, his ideas about his own abilities change, and he will attempt work with the confidence that often spells success.

The compensatory teacher will use all the tools of the reading teacher's trade--whether or not the particular class he is teaching happens to be a reading class. He will get students to participate and then show them how to read what he has written from what they have said. He will use text material in which the students are interested to teach them the various means of figuring out words they do not know. He may work very long and hard on getting them to hear differences in sounds. He may have them repeat sentences, phrases, and words as teachers do when giving instruction in a foreign language. He will show them that there is a relationship between letters and sounds and how best to use this relationship to say words. He may work with prefixes, suffixes, and root words. A compensatory student may know very well what "take" means but be completely baffled by "overtake." The student must learn that words have meanings dependent upon the ways in which they are used--that "run" may have many different meanings and he must figure out which one applies in a given case. All these fundamentals the compensatory teacher must work into his teaching while keeping the class interested and encouraged.

The students and the teachers use many devices to accomplish these goals. Filmstrips with built-in word attack patterns are quite popular and allow the teacher to build the instruction as he chooses. One teacher of Social Studies uses vocabulary flash cards with a high degree of success. Students write the term to be defined on one side of a 3 x 5 card and then are encouraged to formulate a definition from their own experiences or from various reference sources. These cards become their own dictionary and review file. Each student may have different terms to learn; as soon as a concept is mastered,

the card is put in the inactive file. One class, after using this system for two semesters, formulated this sentence in their Civics 2 class:

> One of my stimulating and unrestrained assets was bought on the installment plan from a shoddy dealer who appeared literate and optimistic in his alleged statement that it was particularly complex and intangible, but very important to the technology in a stabilized modern society.

And, what's more, they knew exactly what it meant!

Much oral work has been done in the compensatory classes. Teachers use the tape recorder to overcome pronunciation difficulties which the students have. Because the classes are supplied with listening center attachments, the students are able to listen and use the recorder in privacy. Many teachers, especially those teaching the bilingual classes, use oral drill and conversational work to teach the patterns of spoken and written English. Choral reading helps students to get a feeling for fluency in the reading of English.

An oral assignment in front of the class can be agony for a compensatory student, so teachers introduce such work very gradually. The student speaks a sentence from his desk; then he participates in an explanation of a single paragraph. He may move from this to a group or panel discussion with a very definite assignment. In all cases, he is shown how to prepare his contribution, and the class is made aware of their role as audience.

Teachers work from the student's speaking to the skill of writing. After a student has told the teacher about the job he has just acquired or the game he played in yesterday, the teacher may say, "That was great. Write it down for me, will you?" From this may come the beginnings of ease with written communication.

Much work is done with the writing of individual sentences. The "chalk-talk" is a popular vehicle for the teaching of this skill. The students and the teacher put sentences together, and then everyone writes and corrects the written product.

Because the compensatory student has difficulty with many of his subjects, the teacher tries to provide immediate practice of the skill on subject matter material. If a student has been working on learning how to skim to find specific information, he practices this skill in his science or history text to help him with his actual assignment. There is an attempt made to bring students to see how these skills can be used in their other subjects; this is difficult to do because of the range of subjects and the fragmentation of the student's day.

One constant problem is that of motivating the student to continue with his work. There is no such thing as instant success, and often, the pull toward achievement is long and hard for both the student and the teacher. Teachers are overcoming this obstacle by using "success stories" of persons from similar backgrounds. A visit from a college student who is achieving his goals at City

College is worth three months of talking, especially when the student came from that school and had some of the same problems those in the class do. One area in which this procedure has been highly beneficial has been in a Latin American Relations class taught to Spanish sur-name students. Although this class is not formally part of the compensatory program, its aims are the same. Through talking with a number of Spanish sur-name adults (lawyer, FEPC representative, college students, podiatrist, clergyman), these capable students have realized the possibilities open to them and have increased their pride in their culture and heritage.

Motivation is also concerned with creating the desire to do something specific--in this case, to be able to read and write, to speak and listen with competence. Teachers often read to the students in order to motivate them to want to read. Listening to a book that is genuinely well-written, that says something that the students know to be of value (or that the teacher can make valuable for the student), and that holds his interest leads to the next and most important step: "Can I have that book to read myself?"

Materials and Equipment Used in the Program

The following list was compiled from the recommendations of the teachers working in the program this year. All of these items were mentioned very favorably; a number of them were cited by many teachers as being extremely useful and helpful.

Texts

1. Abromowitz, J. AMERICAN HISTORY STUDY LESSONS. Follett Publishing Company.

2. Born, Mary Ellen. THE ANDY SERIES. San Francisco Unified School District.

3. Coleman, et. al. THE DEEP SEA ADVENTURE SERIES. Harr Wagner Publishing Company.

4. Gainsberg, J. ADVANCED SKILLS IN READING, BOOKS 1-3. Macmillan Publishing Company.

5. Guiler and Coleman. READING FOR MEANING, BOOKS 6-9. J. P. Lippincott Publishers.

6. Lado and Fries. ENGLISH SENTENCE PATTERNS: LESSONS IN VOCABULARY. University of Michigan Press.

7. Rambeau, M. MORGAN BAY MYSTERIES. Harr Wagner Company.

8. READER'S DIGEST SKILL BUILDERS, BOOKS 1-6.

9. Science Research Associates. THE JOB AHEAD

Texts (Contd.)

10. Smith, Nila B. BE A BETTER READER, BOOKS I-IV. Prentice-Hall Publishers.

11. Stone, C. EYE AND EAR FUN, BOOK IV. Webster Publishing Company.

Magazines

1. SCOPE (Scholastic Magazines)

2. PRACTICAL ENGLISH (Scholastic Magazines)

3. Assortment of current news magazines

Newspaper

Provision has been made for the delivery of day-old copies of THE EXAMINER to each compensatory teacher.

Kits

1. Educational Developmental Laboratories. STUDY SKILLS KITS IN SCIENCE, SOCIAL STUDIES, AND REFERENCE SKILLS, (Kits C through I)

2. Learning Materials, Inc. LITERATURE SAMPLER.

3. Science Research Associates. READING FOR UNDERSTANDING; READING LABORATORIES; REPORTING AND ORGANIZING; VOCATIONAL GUIDANCE.

4. Scott, Foresman Company. TACTICS IN READING.

Equipment

1. Controlled Reader

2. Filmstrip projector

3. Listening center

4. Opaque projector or overhead projector

5. Reading skills films (commercial)

6. Record player

7. Tachistoscope and suitable filmstrips (Learning through Seeing Series, and SVE Subject Matter Series)

Equipment (Contd.)

8. Tape recorder, with both commercial and blank tapes available

9. Adequate storage and filing space for equipment and materials

Other

1. Dictionaries--both general and of specific subject matter areas

2. Dolch Word List

3. Flashcards, games, and commercial exercises

4. Stencils and paper for creating home-made materials

5. Variety of vocational information materials, usually furnished by industry and business

In addition, each teacher uses a variety of workbooks, texts, and skill-building exercises which are selected on an individual basis.

Use of supplementary books for the students to read for pleasure enables the student to put his skills to work. These books are chosen because of their interest-holding features or because of the presentation of characters from a multi-racial, urban background. Some books that have been used successfully for this purpose are:

INTERESTING READING SERIES. Follett Publishing Company

STORIES FOR TODAY'S YOUTH. Globe Publishing Company

TEEN AGE TALES. D. C. Heath Publishers

THE GOOD EARTH. (Adapted version)

The new magazine, SCOPE, is especially valuable in this regard. The TURNER-LIVINGSTON SERIES by Follett Publishers provides a cross between a text and a pleasure reading book. In addition, many teachers keep classroom libraries of single titles selected for their appeal to the compensatory students. Titles are often chosen from the Human Relations Bibliography given to the compensatory staff.

EVALUATION OF THE PROGRAM

Effects on the Students

Measurement of results in the compensatory program depends on three factors: the actual test results of students, the work they have accomplished, and changes in their attitudes and behavior.

Test results are available only for that portion of the program that involves instruction in reading and the language arts. Classes in social studies, science, and math have not been included in a program of standardized testing; in these situations, results are best measured by what the students have actually been able to do in the classroom. Teachers of classes in the language arts use this standard also, for compensatory students are very difficult to judge on the basis of a standardized test. Their attitude toward testing influences much of what they do, and the tests themselves often pre-suppose background information which the students do not have.

Conclusions

1. Compensatory students can and do improve.

2. The greatest improvement is shown by students whose first test results show them to be reading at the sixth, seventh, and eighth grade levels.

3. The range of reading levels in a compensatory class generally runs from second grade to eighth grade. This means the teacher still has a wide range of abilities with which to cope. Scheduling of students by reading levels would be helpful.

4. Conversation with students indicates that students often guess on the first test and try to take the post-test very seriously. Sometimes their scores are higher when they have guessed. This is especially true of those students reading at fifth grade level and lower.

5. Some students improve very rapidly; most students would benefit from staying in the classes as long as possible.

Many of the students do move into social studies classes or compensatory counseling programs. In both of these situations, continued attention is given to the development of language arts skills as well as to the content of the course or the guidance of the student. An evaluation of progress form will be used from this semester (Spring, 1965) on, and the information gained through this channel will aid in assessing the effects of the program upon students.

Test results give only one aspect of students' progress; perhaps the acid test of achievement is the quality of the work they accomplish. In this regard,

SUPERINTENDENT'S COMPENSATORY EDUCATION PROGRAM
RECORD OF ENROLLMENT
SENIOR HIGH SCHOOLS

Last Name _____ First Name _____ (M-F) Sex _____ Reg. _____

Address _____ School _____ Date _____

Selection for Program was made on the basis of:

_____ Faculty Recommendation _____ Interview

_____ Test Results _____ Performance Record

_____ Student's Volunteering _____ Other _____

_____ Junior High Enrollment in Compensatory Program

TEST DATA

Date of Test	Type of Test	Test Results

Compensatory Services Received

L10 Grade _____

H10 Grade _____

L11 Grade _____

H11 Grade _____

L12 Grade _____

H12 Grade _____

Evaluation of Progress in Compensatory Program _____

it is heartening to note that both students and teachers have commented that help received in the compensatory classes has enabled the student to achieve in other classes. One department head says

> Grades of students I checked were higher than in previous terms, indicating they are able to succeed because of increased facility with language, or perhaps increased motivation.

Teachers report that students can move from an easier to a more difficult book and master the new material. The student is well aware that he is doing something more difficult and is proud of his accomplishment. One student said

> I knew that was the first book and the easiest. Now I'm on the third book (in a series of stories) and I can do that too. I must have gotten better.

Some students delight in keeping records of their progress and in measuring how far they have come in the ability to do the work. In one teacher's room the chart of daily grades is the focus of attention. Students want others to notice that now they are getting "B's" and "C's" in contrast to the "F's" at the beginning of the term.

Teachers comment that

> All of the students seem to be improving in their ability to manipulate the language.

* * * * *

> As reading improves, most students can do better in other classes.

* * * * *

> With few exceptions, students progress to a higher level each semester, and some are able to go into regular classes after a semester of remedial reading.

Because many of the difficulties that compensatory students experience stem from their attitudes toward school, one of the aims of the program is to help the students develop a realistic and healthy attitude toward their own abilities and toward the program of the school. While achievement of such a goal is extremely difficult to measure, objective evidence can be gathered about the attendance patterns, the behavior, the attitudes toward self, and the attitudes toward the school of students who have been in the program.

The following evidence about attendance shows the impact the program makes upon the youngsters involved in it:

> Students who achieve success are very helpful to school morale--evidence of this lies in the excellent attendance record of students in the compensatory program compared with their records in the past.
>
> * * * * *
>
> We have observed an improvement in the attendance of students who have been in the compensatory classes for more than one semester.
>
> * * * * *
>
> I am impressed with the attendance in this class, which is a first period class.
>
> * * * * *
>
> Of the thirty students (in two classes), there have been 12 absences in an average 15 school-day period. This attendance record is excellent.

Finally, it should be noted that at one school which continues its program through the senior year, the teachers involved with the senior classes had to ask the counselor not to schedule the full load of 18-22 students into the classes because they all came!

One astrigent comment shows the path the program may have to take in order to produce these results in all schools:

> Unless a student can be motivated in more than one class, I don't think attendance changes for the better.

Behavior patterns do not change easily. Students have become set in their ways of acting and are constantly fighting the values of their friends and backgrounds if they do decide to change their ways. On the other hand, many of the students do want to finish high school and to be accepted in school; the behavior problems they may have presented might have stemmed from their inadequacies in reading and studying skills.

This hypothesis is tenable because of the behavior of the students within the compensatory classes. It is rare for a teacher to send a student to the Dean; these same students may have been on the list of the ten most wanted students for the previous semester. They may even be in serious trouble from other classes at present; often the compensatory teacher is called in for conferences as the one teacher who is having no trouble with this student. Conduct in the compensatory classes is admirable. The students work with a sense of purpose. Since many activities are available to them in class, they do not expend their excess energy in creating chaos. Since the work is at a level they can do, there is no need to "goof off" in order to divert attention from their inadequacies.

The effect is confined to the compensatory class unless provision is made for the student to get this help and support outside the class. In the situations in which counseling has been included as part of the compensatory program, this improvement in behavior has been noted during the entire school day of the students.

The compensatory student does not have a favorable opinion of himself. In order for him to make progress, he must see that he can do the work--that he has the potential to hold a job or to go on to further education. Teachers stress these facts and live them by treating the students with respect and by reassuring them that they can succeed.

> There is a definite development of pride and self-respect in this class. This is especially true when they know that they are moving on to harder work.

* * * * *

> The self-confidence of students improves as they work, and they have the desire to tackle a more difficult assignment.

* * * * *

> The individual attention possible in this program lets the teacher focus on the student's own problems and enables the student to make progress without the pressure of competing with more capable students.

* * * * *

> The program gives students a sense of worth because of the individual attention possible in it.

In the compensatory classes, students <u>try</u>. This shows a vast change in attitude from the apathy and fear of failure that mark many students from culturally disadvantaged backgrounds.

This result is not automatic; it comes from hard work and much patience on the part of the teacher and from genuine effort and realistic work on the part of the student. Students do become more sure of what they can achieve as they become aware of what their problems are. This requires a certain maturity in the student. Even with all the help possible

> a few come in expecting an easy solution and when this is not forthcoming, they give up rather than trying to do the work necessary and running the risk of failure.

The attitude that brings this fear of failure is deep-seated and it is possible that more services than compensatory classes will be necessary in order to dispel this way of thinking.

The student's attitude toward himself leads to his attitude toward school--which, of course, leads to his behavior in school. As far as attitude goes, the teachers have noticed that the students have much more of a desire to go on for further education. They "hate" school less and think that they might be able to endure it for the rest of high school and even a few years beyond that. One administrator says

> I am certain that for the first time some students have found the classroom intellectually stimulating.

This stimulation cannot help but lead to a different attitude toward school.

Finally, one counselor in the program sums it all up by saying

> More students have remained in school who would have ordinarily dropped out. The reason for this is that they have received more individual attention and guidance. Because of frequent contact with the parents, the student is more willing to remain at school and complete the required work. He knows that help is available to him, and he knows that his parents are also interested. When the student begins to earn passing marks in most of his subjects, he begins to gain hope that he might graduate. As a result, his attendance begins to improve as does his sense of responsibility to his school work. These trends have been noticed in most of the counselees in compensatory counseling.

Benefits to the School

If the students can be said to benefit from the program, what about the teacher involved in the program and the rest of the high school faculties. Are there any tangible results from the presence of the compensatory program in a school? Does the curriculum change at all because of what is being done in the compensatory program?

Possibly the most outstanding benefit to those who are involved in the program comes from seeing the improvement of their students.

> I can see an interested and absorbed student, one who is working because he is able to do the work. This makes me feel that as a teacher I'm promoting the success rather than the failure of the students.

Compensatory teachers are able to experiment, to try new materials and new methods, to work with individual students in a variety of ways, and to "actually teach these students."

Compensatory teachers become aware of the problems that lack of skills can bring; they become sensitized to the attitudes that cultural differences create. As a result, they apply these insights in classes outside the program and act as catalysts within the faculty.

One administrator says

> The faculty is witnessing two teachers who are working successfully with "uneducable" students. They are using methods and techniques which other teachers are adapting to their own needs.

Teachers receive the help of the compensatory teachers as resource persons. Through conversations, referrals, and faculty meetings, the entire staff is made aware of the problems which culturally disadvantaged students face and some of the possible remedies. Often, such a presentation is followed up by specific requests for diagnosis, clinic work, or special materials for students. Some of the materials which compensatory teachers have shared with other members of the faculty are

SCOPE
Controlled Reader
EDL Study Skills Kits
"home-made" materials
Abromowitz's History Units
Adapted materials suitable for various English classes
Word lists for subject matter areas
Basic sight vocabulary lists

In addition, and perhaps of more importance, is the fact that the compensatory staff becomes a reservoir of techniques and procedures for helping students. Compensatory teachers have shared information, teaching devices, approaches to creating a success-stimulating environment, and much of their own hard-won knowledge about what works and what doesn't. They become the experts in the school about students with reading, attitude, or communications problems. In some cases, they work with teachers of other subjects to bring this knowledge into the history or science classroom.

One administrator comments on the results of this:

> It (the compensatory program) has strengthened the curriculum of the school since materials used by the compensatory teachers are shared with the regular teachers. In some instances, the regular teachers and the compensatory teacher have worked together to develop materials which both can use. Also, our compensatory teachers have spoken at different department meetings on the curriculum needs of the slow-moving student. This has helped the regular teachers to understand better what they might do in their classrooms to help other slow-moving students who are not in the compensatory program.

In the area of curriculum itself, the compensatory program has provided opportunities to show what can be done with a curriculum that is geared to the needs and the abilities of the students. As a result, some schools have taken another look at their curriculum for slow learners, and in one case, have

undertaken a revision of courses in the remedial sections of English. In one school, the compensatory program has led to the inclusion of special "follow-up" classes in the regular English program. There is a general feeling that having the compensatory program as a model has improved the reading instruction in the English Department.

At the same time, it is wise to realize that having the compensatory classes benefits the regular classes. When students with serious problems are given special attention, the regular class group is free to try new and different approaches and to do more intensive work than is otherwise possible.

Teachers have become aware of the need to emphasize the use of reading skills in all subject matter classes, and many faculty members now attempt to incorporate this approach in their work. The development of the ability to read and to understand concepts is definitely an aid in all learning situations, and more stress is being placed on this aspect of instruction.

The use of counseling time has made it possible for the compensatory counselor to solve many of the personal problems that plagued students, teachers, Deans, and attendance workers. The work of the compensatory counselor has also made faculty and staff aware of the strong relationship between ability to do, fear of failure, and behavior and personal problems.

The curriculum is slow to change; the work of the compensatory staff during this year has, however, started some thought processes going about what kind of a curriculum would best meet the needs of the culturally disadvantaged student.

Benefits of the Program in Community Relations

The compensatory program has given a concrete example of what the schools are doing to overcome the problems of the drop-out and the under-achiever. One principal says

> It has helped to reassure the community that the school recognizes the phenomena of cultural deprivation, academic retardation, and the need for compensatory instruction.

The compensatory program has been explained at P. T. A. meetings at several schools and has been well received. Parents are encouraged to find that the school is giving individual and specific help to students with problems.

Many of the persons involved with the program have commented on the improved attitudes students have shown because of the ways in which their parents have become interested in the program.

> Through individual and group conferences with parents of the students in the program, the parents are encouraged when they see what is being done to help their children. They want to share in giving this help and are eager to know what to do.

* * * * *

Parents are impressed that the school is undertaking to deal with the problems of their children in a realistic and effective manner. They are grateful for the results.

It is important to understand that these results cannot be obtained without someone in the school who has the time and the ability to meet with parents.